



FIRST THINGS FIRST

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Arizona Early Child Development and Health Board Navajo Nation Regional Partnership Council

DRAFT MINUTES

Call to Order/Welcome

A Regular Meeting of the First Things First Navajo Nation Regional Partnership Council was held on January 14, 2014 at 10:00 a.m. The meeting was located at the Navajo Nation Museum, Conference Room #1, Loop Road and Highway 264, Window Rock, Arizona, 86515.

The meeting was called to order by Vice Chair Boyne at approximately 10:14 a.m. followed by introduction of the Regional Council, staff, and guests.

Members Present: Martin Ashley, Benjamin Barney, Amelia Black, Grace Boyne, Rhonda Etsitty, Valonia Hardy, Paula Seanez and Jeannette Yazzie; Byrde Nez attended telephonically

Members Absent: Harry Martin

FTF Staff Present: Melissa Begay, Elyse Dempsey, Karen Peifer, and Virginia Turner

Call to the Public

There were no calls to public at this time.

Discussion and Possible Approval of November 12, 2013 Regular Meeting Minutes

A motion was made by Member Ashley that the Regional Council approve the November 12, 2013 Regular Meeting minutes as presented, seconded by Member Seanez. Motion carried.

Review, Discussion, and Possible Action of the Expansion, Start-Up, and/or Capital Expense Grant Agreement

Regional Director Begay announced a correction to Attachment 02 where SFY2015 was corrected to SFY2014 in regards to the funding timeline for the Expansion, Start-Up, and/or Capital Expense grant agreement with Arizona Department of Education (ADE).

Allowing for expansion of preschool programs in Red Mesa Unified School District, Tuba City Unified School District, and Pinon Unified School District, Regional Director Begay specified that funding would support coaching and technical assistance by Arizona Department of Education (ADE) mentors, licensing or certification fees to apply for Quality First, facility and playground improvements, and/or financial assistance for salaries and benefits for the teaching staff through the planning period. Each school district is currently in different phases of the expansion process: 1) Red Mesa Unified School District, currently without a preschool program, will receive extensive start-up assistance including updating classrooms with improvements and materials, and assistance with the development of job descriptions for personnel recruitment. The Red Mesa preschool program is scheduled to begin enrollment in August 2014; 2) Tuba City Unified School District currently operates one pre-kindergarten classroom located at Tuba City High School. The district has identified space for an additional classroom, and is pending enrollment in Quality First; and 3) Pinon Unified School District is operating a pre-kindergarten classroom that is currently enrolled in Quality First. The district has demonstrated need with a waiting list. The grant agreement with ADE will begin February through June 2014.

The three school districts will use classroom materials that were previously purchased with funding by the Regional Council for Chinle Unified School District (CUSD) preschool classrooms that have since been delayed in opening. Regional Director Begay communicated with CUSD regarding the retrieval and transfer of materials to Red Mesa, Tuba City, and Pinon school districts.

Member Seanez inquired about the process in which the three proposed school districts will provide required preschool special education services. Member Seanez also noted that preschool programs are funded sufficiently through previously established

funding from ADE preschool grants, and supplemental funding provided by the Navajo Nation. Member Seanez asked that efforts be made to ensure integrated preschool special education services.

Member Barney expressed concern regarding the longevity of the preschool programs within school districts that may not have sufficient funding or support outside of FTF.

Regional Director Begay and Ginger Sandweg, Senior Director for Early Learning, will meet with superintendents of Red Mesa and Tuba City on February 10, and the Pinon superintendent at a later date to address concerns and solutions for sustainability of the preschool programs.

A motion was made by Member Seanez that the Regional Council approve the grant recommendation for Arizona Department of Education funded at \$200,000 for SFY2014 to support expansion of inclusive preschool programs at Red Mesa Public School District, Tuba City Unified School District, and Pinon Unified School District, seconded by Member Barney. Motion carried.

Presentation on Injury Prevention

Jacey McCurtain, District Injury Prevention Specialist, and Alvina Clark-Joe, Service Unit Sanitarian, presented a PowerPoint presentation for injury prevention on Navajo Nation with emphasis on data for child injuries by improper child restraints in motor vehicles and accidental falls. Ms. McCurtain and Ms. Clark-Joe asked that the Regional Council consider being a partner to begin community education of injury prevention for parents with children birth to five. Regional Director Begay also commented that Ms. McCurtain and Ms. Clark-Joe have been invited to present to Navajo Nation grantees at the grantee coordination on January 29, 2014.

Regional Director Report

a. SFY2014 Quarter One Data and Financial Reports

Regional Director Begay presented SFY2014 Quarter One data and financial reports and provided updates by goal area for the following strategies and grantees: the Navajo County Public Health, grantee of the Child Care Health Consultation (CCHC) Strategy, will soon identify and hire a registered nurse in to provide CCHC services to Quality First centers in Navajo Nation, San Carlos, Navajo/Apache, and White River regions as a part of a multiregional contract; the Home Visitation grantee is continuing to recruit qualified individuals for the Parent Educator position in the Window Rock area; the Nutrition/Obesity/Physical Activity, Oral Health, and Reach out and Read strategies has established new regional partnerships with health centers; the Recruitment – Stipend/Loan Forgiveness strategy have contracted two speech pathologists in November to provide services to head Start centers within the boundaries of the Window Rock and Cedar school districts' service areas. Additionally, grantees of the Scholarship non-TEACH strategy – Coconino Community College and Northland Pioneer College – report on a semester basis and will have data available in February 2014.

b. Review and Discussion of SFY15 Draft Funding Plan

Regional Director Begay presented the SFY2015 Funding Plan to the Regional Council for review. The funding plan will be presented to the First Things First State Board on January 21-22 for approval.

c. Timeline for SFY2015 Grant Renewals and New RFGA and Grant Agreements

Regional Director Begay provided guidelines and timelines for the Grant Renewal, Grant Agreement, and Request for Grant Application (RFGA) processes highlighting the importance of the May 2014 Regular Meeting where applications will be presented for review and possible approval by the Regional Council. Specifically, current grantees of Home Visitation, Oral Health, and Scholarship non-TEACH strategies will be considered for renewal. Regional Director Begay noted that the Home Visitation strategy released through a RFGA process would only be eligible for a ten-percent increase pending Regional Council approval. In addition, the Food Security will be released through a RFGA in January 2014; and the Nutrition/Obesity/ Physical Activity will be release as a grant agreement in March 2014.

Member Seanez asked that most current information be provided to the Regional Council for renewal considerations.

Regional Director Begay reported that Community Outreach Coordinator Tsosie is currently developing a video narrative report with current grantees, which will be submitted to the Regional Council in February.

d. Early Childhood Workshop – Learning Begins at Home

Regional Director Begay reported that the second annual Early Childhood Workshop, “Learning Begins at Home,” will take place on April 7, 2013 at Gallup Inn in Gallup, New Mexico. A call for proposal will be released by January 17, 2014. Regional Director Begay invited the Regional Council to distribute the Call for Proposal to interested parties.

e. 2014 Needs and Assets Update

Regional Director Begay informed the Regional Council that tribal programs were invited to discuss the potential use of tribal public data in the 2014 Needs and Assets Report on December 3, 2013 with the vendor, University of Arizona Norton School, and Beverly Russell, Senior Director of Tribal Affairs. The outcome of the meeting was encouragement to seek resolution from respective governing boards for approval. Pending approval by the governing boards and the Office of the President and Vice President of the Navajo Nation, the report may experience a delay in approval by the Regional Council and First Things First State Board until tribal approvals are received.

f. Regional Benchmarking Update

Regional Director Begay reported that regional benchmarking for the Navajo Nation region is delayed until 2016 when approval for access to tribal data is received.

Regional Director Begay also provided two additional announcements: 1) Initially approved by the Navajo Nation in 2008, an agreement designating the Navajo Nation boundaries as a region within First Things First is updated every two years. The President of the Navajo Nation will have until March 1, 2014 to provide amendments. If no response is received, existing regional boundaries will remain according to the agreement terms of 2008. 2) Regional Director Begay reported that service terms of various Regional Partnership Council member seats will expire in June 2014; and noted that members of the Regional Council who terms are not expiring may choose to serve on the nominating committee.

Community Outreach Report

The Regional Council received and accepted the written report of Community Outreach Coordinator Memarie Tsosie.

Discussion and Possible Action on SFY2014 Regional Council Meeting Dates and Location

Per the recommendation of the Regional Council, Regional Director Begay invited discussion regarding the relocation of the February, March, and June Regional Partnership Council Regular Meetings. Specifically, Tuba City and Chinle, AZ were recommended as alternative locations for February and March meetings; and Flagstaff, AZ was recommended for the June meeting to coincide with the First Things First State Board meeting. In regards to the April and May meetings, Regional Director asked that the Regional Council consider maintaining the Window Rock location to accommodate regional activities. Meeting venues will be determined as needed by the Navajo Nation regional staff at a later date.

A motion was made by Member Seanez that the Regional Council approve to hold meetings on the following dates and location: February 11, 2014 Regular Meeting in Chinle, Arizona at 10:00 a.m.; March 11, 2014 Regular Meeting in Tuba City, Arizona at 10:00 a.m. DST; April 8, 2014 Regular Meeting in Window Rock, Arizona at 10:00 a.m. DST; May 13, 2014 Regular Meeting in Window Rock, Arizona at 10:00 a.m. DST; and June 9, 2014 Regular meeting in Flagstaff, Arizona in the afternoon with attendance by the Regional Council at the First Things First State Board Meeting on June 10, 2014, seconded by Member Yazzie. Motion carried.

Regional Council Member Announcements

Member Seanez announced the retirement of Andrew Tah, Superintendent of the Navajo Nation.

Next Meeting

The next Navajo Nation Regional Partnership Council Regular Meeting will be held on February 11, 2014 at 10:00 a.m. in Chinle, Arizona 86503.

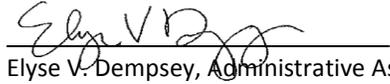
Adjournment

A motion was made by Member Seanez to adjourn the meeting, seconded by Member Etsitty. Motion carried. Vice Chair Boyne adjourned the meeting at approximately 12:05 p.m.

Dated this 15th day of January, 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Navajo Nation Regional Partnership Council



Elyse V. Dempsey, Administrative Assistant II

Harry Martin, Chair



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Navajo Nation Regional Partnership Council

Agenda Item #5: Discussion and Work Plan Development for System Building Theme, “To Coordinate and Influence Shared Vision Among Early Care Providers.”

Background: The Regional Council prioritized “To Coordinate and Influence Shared Vision Among Early Care Providers” as a system building theme.

The theme will address system building from FTF goal area, Early Learning. As an early childhood system partner, the Regional Council will continue to discuss and further develop a workplan to:

- Improve communication and coordination among all early learning partners
- Help reduce turf issues through a shared vision and mutually agreed upon common goals and objectives
- Improve continuity of services

Recommendation: For informational and discussion purposes to provide recommendations and feedback to Regional Director.

System Building Questions



Changing the political environment that surrounds the system and affects its success	Establishing high-performing and quality programs and services	Creating strong and effective linkage across the system	Developing the supports the system needs to function effectively and with quality	Ensuring the system is comprehensive and works for all children
<ul style="list-style-type: none"> • What is the political environment within our region and the state/tribe? How does the political environment impact our region and early childhood services and supports? (need to know the political environment you are in to know what you want to change/impact) • How and where do we fit into the tribal framework? • What outside factors influence the political environment and how it continuously changes? • How to cultivate new champions? • Who are our champions? • How do we move our champions to action? What is the readiness of our community partners? • What is the role of the regional council in promoting change? • What is the level of funding for early childhood—do we know all of the sources of funding? Are we talking about these—separately or as part of an integrated system? • What are the pre-existing levels of collaboration among partners? • What do we know and understand about the initial perception of communities within our region—i.e., what can you do for me as opposed to a sense of ownership in the process? 	<ul style="list-style-type: none"> • How does the current political environment affect movement in this area (Note for tribal regions: how to think about this from a tribal perspective) • How do we assess quality/what are we looking for? • How have we engaged our grant partners/community partners in a discussion around quality of services? Do we know where the gaps are, where the challenges are? What is impacting quality—is it resources; infrastructure; professional workforce; application of research and best practice; etc.? • How are cultural perspectives shared and integrated? • Are consistent standards in place and embraced by all partners 	<ul style="list-style-type: none"> • What is the current political environment as it relates to interagency environment and the environment across organizations? • How are champions working to build connections? • How are the regional council members making connections? • How can we leverage regional council seats to make necessary connections? • How are cultural perspectives shared and integrated? • Do partners have knowledge of the other services and programs that exist? • Is the regional council aware of all the potential partners and how do they want to engage them? • Are there established relationships and what level of development are the relationships? • Have we discussed how joint planning can occur? Do we know where we want to start? • What partners are leading, convening, participating in the work? What is our role in relationship to this? 	<ul style="list-style-type: none"> • What is the current political environment as it relates to building infrastructure and capacity? • What are examples of successful infrastructure and capacity building? • How are the partners working together? • Is there a shared vision? • How do we need to think about infrastructure and capacity building while considering our strategies and implementation of these services? • What is the readiness of our partners? 	<ul style="list-style-type: none"> • What is the current political environment and long term implications as it relates to scale? • Do we know what scale looks like; how are we defining scale? (when looking at scale—define the target; identify the universe that makes up the target; how many do you want to reach within the universe of the target) • When looking at scale, how do you take into <i>consideration components, connections and infrastructure</i> areas? • What is the level of funding for early childhood—do we know all of the sources of funding? How are we talking about these? • What does scale look like in rural communities?

Navajo Nation Regional System Building Work Plan

System Building Theme	To coordinate and influence a shared vision among early care providers	
System Level	<ul style="list-style-type: none"> • Context - Changing the political environment that surrounds the system and affects its success • Components - Establishing high-performing and quality program and services • Connections - Creating strong and effective linkages across the system • Infrastructure - Developing the supports the system needs to function effectively and with quality • Scope and Scale - Ensuring the system is comprehensive and works for all children 	
Secondary System Level	<input type="checkbox"/> Context <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections	<input type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> Scope and Scale
Identified Goal Area	<input checked="" type="checkbox"/> Coordination <input type="checkbox"/> Evaluation <input type="checkbox"/> Family Support <input type="checkbox"/> Health	<input type="checkbox"/> Professional Development <input type="checkbox"/> Public Awareness <input checked="" type="checkbox"/> Quality and Access
Identified Indicator	<input checked="" type="checkbox"/> #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical <input checked="" type="checkbox"/> #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars <input type="checkbox"/> #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI) <input type="checkbox"/> #/% of children receiving at least six well-child visits within the first 15 months of life <input checked="" type="checkbox"/> % of families who report they are competent and confident about their ability to support their child's safety, health and well being	
Source of Approach	<input type="checkbox"/> Council <input type="checkbox"/> Community	<input type="checkbox"/> Staff <input type="checkbox"/> Others – Fill in
Regional Staff Role	<input type="checkbox"/> Leaders <input type="checkbox"/> Convener <input type="checkbox"/> Partners	<input type="checkbox"/> Participants <input type="checkbox"/> Other – Fill in
Regional Council Role	<input type="checkbox"/> Leaders <input type="checkbox"/> Convener <input type="checkbox"/> Partners	<input type="checkbox"/> Participants <input type="checkbox"/> Other – Fill in

System Building Work Plan		
Objective	To coordinate and influence a shared vision among early care providers	
Outcomes/Impact	Convene early learning stakeholders in our region with the intent to form a early learning taskforce to gain support and other resources to form an enhanced early childhood network in our region.	<input type="checkbox"/> Short Term <input type="checkbox"/> Medium Term <input type="checkbox"/> Long Term
	Children arrive at kindergarten prepared	<input type="checkbox"/> Short Term <input type="checkbox"/> Medium Term <input type="checkbox"/> Long Term
		<input type="checkbox"/> Short Term <input type="checkbox"/> Medium Term <input type="checkbox"/> Long Term
		<input type="checkbox"/> Short Term <input type="checkbox"/> Medium Term <input type="checkbox"/> Long Term
		<input type="checkbox"/> Short Term <input type="checkbox"/> Medium Term <input type="checkbox"/> Long Term
Activities		Person Responsible
1.	Identify and assess current early learning programs	Regional Director/ Regional Council
2.	Establish a formal early childhood taskforce that will assist the Regional Partnership Council on strategic planning	Regional Council /Regional Director
3.	Develop a process for outreach and recruitment of professionals/stakeholders	
4.	Formulate and implement planning sessions	
5.		
6.		
7.		
8.		
9.		



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Agenda Item #7: Discussion of Strategic Planning Process for State Fiscal Year 2016 to 2018

Background: Building Navajo Nation's Early Childhood System began with the initial three year strategic funding plan, SFY 2009 to 2011. Currently in the midst of a second three year strategic plan, FY 2012 to 2015, the Regional Council continues to enhance opportunities and support development of the early childhood system, so Navajo Nation's youngest children can be ready for school.

It's never too early for strategic planning to continue building and enhancing an effective system for SFY2016 to 2018. By planning early and with participation of all stakeholders in the strategic planning process, the Regional Council will enhance successful planning and subsequent implementation of strategies.

The intent is to begin evaluating progress and create a process by addressing the following questions over the next few months:

- Where are we?
- What do we have to work with?
- Where do we want to be?
- How do we get there?

Recommendation: For informational and discussion purposes to provide recommendations and feedback to Regional Director.



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Navajo Nation Regional Partnership Council

Strategic Planning Process for SFY 2016 to 2018 Proposed Approach and Timeline for March – September 2014

DRAFT WORKING DOCUMENT

FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
<p>Feb 11: Regional Council Meeting</p> <ul style="list-style-type: none"> • System Building Theme Conversation • SFY 2016-2018 Strategic Planning, timeline, and approach conversation • Identify influential programs (formal and informal) that need to be involved in the strategic planning process • Role(s) of the Council Members in the process 	<p>March 11: Regional Council Meeting</p> <ul style="list-style-type: none"> • Examine history and changing contexts to assess current position. • Answer the following questions to consider strengths and weaknesses and determine how to capitalize on strengths: <ul style="list-style-type: none"> ✓ Where are we? (Successes/Challenges) ✓ What do we have to work with? (Resources) • Presentation by stakeholder(s) 	<p>April 8: Regional Council Meeting</p> <ul style="list-style-type: none"> • Conversation: <ul style="list-style-type: none"> ✓ Where do we want to be? (System Building) ✓ How do we get there? (Strategies) • Update on system building work plan • Presentation by stakeholder(s) 	<p>May 13: Regional Council Meeting</p> <ul style="list-style-type: none"> • Identify system gaps and needs 	<p>June 9: Regional Council Meeting</p> <ul style="list-style-type: none"> • Review implementation of SFY15 Funding Plan <ul style="list-style-type: none"> ✓ Carry Forward • System building work plan update • Identify strategies to address gaps and needs 	<p>July 8: Regional Council Meeting</p> <ul style="list-style-type: none"> • Work session and/or retreat to engage new Council Members in strategic planning process and system building work plan 	<p>August 12: Regional Council Meeting</p> <ul style="list-style-type: none"> • Presentation by stakeholder(s) 	<p>Sept. 9: Regional Council Meeting</p> <ul style="list-style-type: none"> • Review SFY2014 Closeout <ul style="list-style-type: none"> ✓ Expenditures



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Agenda Item #4: Draft Outline of 2014 Needs and Assets Report

Background: This outline contains the data and information that is anticipated to be included in the 2014 Regional Needs and Assets report. This outline includes data U of A anticipates receiving from FTF Research and Evaluation in their forthcoming data delivery to all Needs and Assets vendors, as well as data from various tribal agencies and Indian Health Service. In the event that any data are not available to the vendor as anticipated, updates will be provided to the Regional Director promptly. U of A is familiar with the format of the data and has provided the anticipated table headings or figure titles for illustrative purposes. These may change if the data come to us in a different format. U of A may highlight certain data with additional figures where warranted. Because the Needs and Assets process is ongoing, they may uncover additional data sources that speak to the region; if so, those will be included as well. To that extent, the outline is preliminary.

The UA Norton School is also contractually required to follow the First Things First Data Dissemination and Suppression Guidelines:

- “For data related to **social service** and **early education** programming, all counts of **fewer than ten**, excluding counts of zero (i.e., all counts of one through nine) are suppressed. Examples of social service and early education programming include: number of children served in an early education or social service program (such as Quality First, TANF, family literacy, etc.)”
- “For data related to **health or developmental delay**, all counts of **fewer than twenty-five**, excluding counts of zero (i.e., all counts of one through twenty-four) are suppressed. Examples of health or developmental delay include: number of children receiving vision, hearing, or developmental delay screening; number of children who are overweight; etc.”

U of A is committed to producing an informative and useful report that adheres to the guidelines provided by First Things First.

Recommendation: For informational purposes only

Navajo Nation Regional Partnership Council

2014

Needs and Assets Report

OUTLINE

Prepared by the
Norton School of Family and Consumer Sciences
College of Agricultural and Life Sciences
The University of Arizona

Funded by
First Things First Navajo Nation Regional Partnership Council

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Executive Summary

Who are the families and children living in the Navajo Nation Region?

The Navajo Nation Region

(This section will provide an overview of the region)

General Population Trends

Figure. The region – MAP (2010 TIGER/Line Shapefiles prepared by the US Census, 2010)

Figure. The region, by zip code – MAP 2010 TIGER/Line Shapefiles prepared by the US Census, 2010)

Figure. School districts in the region – MAP 2010 TIGER/Line Shapefiles prepared by the US Census, 2010)

Table: Population and households by area in the region (US Census, 2010)

GEOGRAPHY	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	
Navajo Nation	173,667	18,335	49,946	12,119	24%
Chinle Agency	27,823	3,134	8,047	2,065	26%
Crownpoint Agency	33,316	3,361	9,570	2,239	23%
Ft Defiance Agency	43,940	4,452	13,031	2,932	23%
Shiprock Agency	30,945	3,223	9,035	2,168	24%
Tuba City Agency	37,643	4,165	10,263	2,715	26%
Navajo Nation	173,667	18,335	49,946	12,119	24%
Arizona part	101,835	10,894	29,232	7,159	24%
New Mexico part	65,764	6,712	19,034	4,495	24%
Utah part	6,068	729	1,680	465	28%
All Arizona Reservations	178,131	20,511	50,140	13,115	26%
Arizona	6,392,017	546,609	2,380,990	381,492	16%

Note: The geography in the table above will be used for tables that include Census or American Community Survey Data. We are committed to attempting to provide data at the most regionally-specific level, but please be aware that other data sources may not be available at this level. Some may only be available for larger geographic areas.

Tribal Enrollment

[Note: inclusion of tribal enrollment data will be discussed with the Regional Director]

Table: Comparison of U.S. Census 2000 and U.S. Census 2010 (US Census 2000 and 2010)

GEOGRAPHY	TOTAL POPULATION			POPULATION OF CHILDREN (0-5)		
	2000 CENSUS	2010 CENSUS	CHANGE	2000 CENSUS	2010 CENSUS	CHANGE

Figure. Geographic distribution of children under six according to the 2010 Census (by census block)-MAP (US Census, 2010)

Additional Population Characteristics

Household Composition

Figure: Type of household with children (0-5)-PIE CHART (US Census, 2010)

Figure. Living arrangements for children in the Navajo Nation Region- PIE CHART (US Census, 2010)

Table: Number of children living in a grandparent's household by area in the region (US Census, 2010)

GEOGRAPHY	POPULATION (AGES 0-5)	CHILDREN (0-5) LIVING IN A GRANDPARENT'S HOUSEHOLD	TOTAL HOUSEHOLDS	HOUSEHOLDS WITH THREE OR MORE GENERATIONS	TOTAL GRANDPARENT HOUSEHOLDERS	GRANDPARENTS RESPONSIBLE FOR CHILDREN (0-17) LIVING WITH THEM
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Table: Children (0-5) living with one or two foreign-born parents (American Community Survey 2008-2012)

Ethnicity and Race

Table: Race and ethnicity for adults in the region (US Census, 2010)

GEOGRAPHY	TOTAL POPULATION	HISPANIC	NOT HISPANIC				
			WHITE	BLACK	AMERICAN INDIAN	ASIAN or PACIFIC ISLANDER	OTHER

Table: Race and ethnicity for children ages 0-4 in the region (US Census, 2010)

GEOGRAPHY	POPULATION (AGES 0-4)	HISPANIC	WHITE (NOT HISPANIC)	AFRICAN AMERICAN	AMERICAN INDIAN	ASIAN or PACIFIC ISLANDER
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Note: The number for children ages 0-5 are not readily available from the US Census, but it is likely that the percentage distribution for children 0-4 will be similar to that of children 0-5.

Language Use and Proficiency

Table: Home language use in the region for those 5 years and older (American Community Survey, 2008-2012)

GEOGRAPHY	POPULATION 5 AND OLDER	PERSONS (5+) WHO SPEAK ONLY ENGLISH AT HOME	PERSONS (5+) WHO SPEAK SPANISH AT HOME	PERSONS (5+) WHO SPEAK AN INDIAN LANGUAGE AT HOME	PERSONS (5+) WHO SPEAK ENGLISH LESS THAN "VERY WELL"
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Table: Household home language use in the region (American Community Survey, 2008-2012)

GEOGRAPHY	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS IN WHICH A LANGUAGE OTHER THAN ENGLISH IS SPOKEN	LINGUISTICALLY ISOLATED HOUSEHOLDS
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Note: A "linguistically isolated household" is one in which all adults (14 and older) speak English less than "very well."

Language Revitalization and Preservation Efforts

Economic Circumstances

Tribal enterprises

Income and Poverty

Table: Median family annual income and persons living below the U.S. Census poverty threshold level (American Community Survey, 2008-2012)

GEOGRAPHY	MEDIAN FAMILY ANNUAL INCOME (2010 DOLLARS)	POPULATION IN POVERTY (ALL AGES)	ALL RELATED CHILDREN (0-5) IN POVERTY
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Table: Median family annual income for families with children (0-17) (American Community Survey, 2008-2012)

GEOGRAPHY	MEDIAN FAMILY INCOME			
	ALL FAMILIES	HUSBAND-WIFE FAMILIES	SINGLE FATHER FAMILIES	SINGLE MOTHER FAMILIES

Unemployment

Figure. Annual unemployment rates in the Navajo Nation, All Arizona Reservations and Arizona, 2009-2013- LINE GRAPH (Arizona Department of Commerce, Research administration, CES/LAUS Unit, 2014)

Table: Employment status of parents of young children (American Community Survey, 2008-2012)

GEOGRAPHY	POPULATION (AGES 0-5)	CHILDREN (0-5) LIVING WITH TWO PARENTS			CHILDREN (0-5) LIVING WITH SINGLE PARENT	
		BOTH PARENTS IN LABOR FORCE	ONE PARENT IN LABOR FORCE	NEITHER PARENT IN LABOR FORCE	PARENT IN LABOR FORCE	PARENT NOT IN LABOR FORCE

Public Assistance Programs

SNAP

Table: Children ages 0-5 receiving SNAP (Supplemental Nutritional Assistance Program) (Arizona Department of Economic Security, 2014)

	Jan-09	Jul-09	Jan-11	Jun-11	Jan-13	Jul-13
Arizona						
Region						

Figure. Percentage of children ages 0-5 receiving SNAP in July 2013- COLUMN CHART (Arizona Department of Economic Security, 2014)

[Note: SNAP data available at the zip code level. Data may or may not be available for the region depending on how reservation boundaries align with zip code boundaries.]

Navajo Nation Program for Self-Reliance (Tribal TANF)

Navajo Nation Women, Infants and Children (WIC) Program

Free and Reduced Lunch

Table: Free and reduced lunch eligibility in the region (Arizona Department of Education, 2013)

SCHOOL DISTRICT NAME	PERCENT ELIGIBLE FOR FREE OR REDUCED LUNCH
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Educational Indicators

Educational Attainment

Table: Educational achievement of adults in the region (American Community Survey, 2008-2012)

GEOGRAPHY	Adults (ages 25+) without a high school diploma or GED	Percent of births to women with less than a high school education, 2012	Adults (ages 25+) with bachelor's degree or more	Percent of births to women with a bachelor's degree or more, 2012
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Table: Children (3-4) enrolled in nursery school, preschool, or kindergarten (American Community Survey, 2008-2012)

GEOGRAPHY	CHILDREN (AGES 3-4)	CHILDREN (AGES 3-4) ENROLLED IN NURSERY SCHOOL, PRESCHOOL, OR KINDERGARTEN
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Standardized Test Scores

Table: Math 3rd grade AIMS results (Arizona Department of Education, 2013)

School District Name	Math % Falls Far Below	Math % Approaches	Math % Meets	Math % Exceeds	Math % Passing
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Table: Reading 3rd grade AIMS results (Arizona Department of Education, 2013)

School District Name	Reading % Falls Far Below	Reading % Approaches	Reading % Meets	Reading % Exceeds	Reading % Passing
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Figure. Results of the Arizona Instrument to Measure Standards (AIMS) Test (Arizona Department of Education, 2013)

[Note: where applicable School Report Card data from Bureau of Indian Education schools will be included in this section]

Graduation and Drop-out Rates

[Note that data on the graduation and drop-out rates in the region may or may not be available from the AZ Department of Education. The Navajo Nation Department of Dine Education may track this information and it will be included if it becomes available to us.

Information on the financial and other type of support provided by the tribe's Education Department to tribal members will be included here.]

The Early Childhood System: Detailed Descriptions of Assets and Needs Quality and Access

Early Care and Education

Center and Home-based Care

Quality First

Local Education Authority Preschools

Navajo Nation Head Start

Cost of Childcare

Professional Development

Scholarships

Opportunities for Professional Development

Health

Access to Care

Figure. Ratio of population to primary care providers- BAR CHART (Arizona Department of Health Services, 2014)

Pregnancies and Births

Figure. Number of births in the region per calendar year (since 2007)- BAR CHART (Arizona Department of Health Services, Vital Statistics, 2007 to 2010)

[Note: These data are available from the Health Status Profile of American Indians in Arizona. The most recent version of this report shows data from 2010].

Figure. Average percent of births with prenatal care begun first trimester (2002-2011)- BAR CHART
(Arizona Department of Health Services, 2013)

Figure. Average percent of births with fewer than five prenatal care visits (2002-2011)- BAR CHART
(Arizona Department of Health Services, 2013)

Figure. Average low birth weight (5 lbs., 8oz. or less) births per 1,000 (2002-2011)- BAR CHART
(Arizona Department of Health Services, 2013)

Figure. Rate of Teen Births per 1,000 Females (2002-2011)- BAR CHART (Arizona Department of Health Services, 2013)

Figure. Average infant mortality rate per 1,000 live births (2002-2011)- BAR CHART (Arizona Department of Health Services, 2013)

Figure. Average percent of uninsured births (2002-2011)- BAR CHART (Arizona Department of Health Services, 2013)

Table. Infant and child health indicators from Navajo Nation WIC Clients, Navajo Nation WIC Program, 2014.

		NAVAJO NATION WIC CLIENTS
AGES OF INFANTS AND CHILDREN DURING 2012		
	0	
	1	
	2	
	3 to 4	
BIRTH WEIGHT		
	High birth weight (4 kg or more)	
	Normal birth weight	
	Low birth weight (2.5 kg or less)	
PRETERM BIRTHS		
	Less than 37 weeks	
INFANT BREASTFEEDING		
	Ever breastfed	
	Breastfed 3+ months*	
	Breastfed 6+ months*	
OVERWEIGHT AND OBESITY IN CHILDREN (2-4 YEARS OLD)		
	Overweight (85th to 95 percentile)	
	Obese (95th percentile or greater)	

Table: Maternal health indicators from the Navajo Nation WIC Clients, Navajo Nation WIC Program, 2014.

		NAVAJO NATION WIC CLIENTS
MATERNAL AGE		
	17 or younger	
	18 to 19	
	20 to 29	
	30 to 39	
	40 or older	
PRE-PREGNANCY BODY MASS INDEX (BMI)		
	Normal weight (or Underweight)	
	Overweight (BMI 25 to 30)	
	Obese (BMI over 30)	
PRE-PREGNANCY OVERWEIGHT OR OBESE		
	2006	
	2007	
	2010	
	2011	
PRENATAL CARE		
	Begun during first trimester	
ALCOHOL AND TOBACCO		
	Mother smokes at initial WIC visit	
	Smoker present in the household	
	Alcohol consumption in last trimester	

Insurance Coverage

Affordable Care Act and Medicaid Expansion

Table: Percent of population uninsured (American Community Survey, 2008-2012)

GEOGRAPHY	POPULATION (ALL AGES)	PERCENT OF POPULATION UNINSURED (ALL AGES)
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Medicaid (AHCCCS) Coverage

Developmental Screenings and Services for Children with Special Developmental and Health Care Needs

Growing in Beauty Program Referrals and Services

DDD Services

Preschool and elementary school children enrolled in special education

Immunizations

Behavioral Health

Oral Health

Overweight and Obesity

Substance Abuse

Family Support

Parental Involvement

Parent Education

Teen Parenting

Home Visitation Programs

Child Welfare

Data from the Division of Social Services Navajo Children and Family Service (NCFS) Program

Incarcerated Parents

Domestic Violence

Food Security

Homelessness

Public Information and Awareness

This section will contain findings on the importance of public awareness and support for early childhood programs in the region from key informant interviews.

System Coordination

This section will contain findings on the level of coordination among agencies providing services to families with young children in the region from key informant interviews. It will also include information about system building efforts in the region led by FTF.

Summary and Conclusion

Appendices

Table of Regional Assets

Table of Regional Challenges

Table of Regional Strategies, FY 2014

Data Collection Methods

Data Collection Instruments

Citations